

A GUIDE
FOR CURRENT AND PROSPECTIVE MEMBERS
OF THE BOARD OF TRUSTEES

“Educating is the art of helping young
people to COMPLETENESS.”

— *Blessed Basil Anthony Moreau 1849*

A Guide for Current and Prospective Members of the Board

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Moreau Catholic High School

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We do not want our students to be ignorant of anything they should know. To this end, we shall shrink from no sacrifice. The mind will not be cultivated at the EXPENSE OF THE HEART. While we prepare useful citizens for society, we shall likewise do our utmost to prepare citizens for heaven.

— *Blessed Basil Anthony Moreau 1849*

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DIOCESE OF OAKLAND MISSION FOR CATHOLIC SCHOOLS

Schools in the Diocese of Oakland provide students with a quality education rooted in the GOSPEL of Jesus Christ, Catholic TRADITION, and SERVICE to the COMMUNITY of faith.

We view ourselves as a part of the local diocesan Church, and the school community, especially students, is encouraged to participate fully in the life of the diocese.

DIOCESE OF OAKLAND AND MOREAU CATHOLIC HIGH SCHOOL

Moreau Catholic High School has maintained a very positive relationship with the Diocese of Oakland since the founding of the school in 1965. As provided in Catholic Church law, local diocesan bishops have sole responsibility and accountability for Catholic schools, colleges, and universities within their dioceses. Catholic Church law provides bishops the right to permit Catholic schools to exist and pursue their missions within their diocese. There are varying degrees of intervention bishops may exercise over Catholic educational institutions within their diocese. Depending upon whether a school is typically a diocesan high school, or a school conducted/sponsored by a religious order or congregation, bishops may directly or indirectly influence the ministry of Catholic schools in their diocese.

Moreau Catholic High School was conducted as a private Catholic school by the Congregation of Holy Cross until such time in 1995 when the school became sponsored by Holy Cross. This means that the school enjoys canonical oversight by the Brothers of Holy Cross, South-West Province by permission of the bishop even though the school's property is owned by the diocese. It also means that the school continues to enjoy its affiliation with the heritage and mission of Holy Cross and the educational vision and legacy of Blessed Basil Moreau, founder of Holy Cross.

To be clear, the mission of Moreau Catholic does not exist independent of the educational mission of the Diocese of Oakland. Blessed Moreau taught that ministries of Holy Cross should be carried out based on the needs of bishops and only then the needs of

the Congregation. Our school's bylaws reflect the unique relationship between Moreau Catholic High School and the Diocese of Oakland.

MOREAU CATHOLIC HIGH SCHOOL: HERITAGE, MISSION, PHILOSOPHY, VISION

The Holy Cross tradition of sponsoring and operating schools began in post-revolutionary France — a period when Catholic education was in a crisis. Adapting to the needs of his day, Blessed Father Basil Anthony Moreau (1799-1873) founded the Congregation of Holy Cross in 1837 — a religious order of priests, brothers and sisters dedicated to the ministry of education. In doing so, Moreau envisioned and developed an educational philosophy that stressed the importance of the teacher as a Christian role model and provided a framework for Holy Cross schools to provide a well rounded, contemporary curriculum.

The United States was introduced to Holy Cross in 1841. Blessed Moreau commissioned Father Edward Sorin and six Holy Cross brothers to open a school near (what is now) South Bend, Indiana. Today that school is known as the University of Notre Dame. Approximately twenty-five schools, colleges and universities are sponsored by the Congregation of Holy Cross in the United States; over 70 worldwide. Moreau Catholic is the only secondary school named after the founder of Holy Cross. As part of the canonical jurisdiction of the South-West Province, Moreau Catholic is closely affiliated with The Holy Cross School, New Orleans, Louisiana (1849); Saint Edward's University, Austin, Texas (1874); Notre Dame High School, Sherman Oaks, California, (1947); Saint Francis High School, Mountain View, California, (1955); Holy Cross High School, San Antonio, Texas (1957). Moreau Catholic High School was founded in 1965.

In keeping with the mission and values established by Blessed Moreau and his vision to maintain schools of excellence, Moreau Catholic shares in the rich heritage and legacy of Holy Cross institutions around the world. To this end, the school has twice earned national recognition for its academic excellence.

In 1984 the school was honored by the United States Department of Education and the Council for American Private Schools as one of sixty outstanding private schools of excellence. The school received similar honors again in 1989 — one of very few private schools in the nation to be recognized twice. Like its sister-schools, Moreau Catholic provides a well-rounded, college-preparatory curriculum that fosters the development of the whole student. On average, approximately 99% of the school's graduates enter a college or university. More importantly, students are prepared to successfully face the challenges of adult life.

Statement of Mission

Moreau Catholic High School is dedicated to the legacy and values of the Congregation of Holy Cross and its founder Blessed Basil Moreau. We are a college-preparatory school committed to outstanding achievement. As a community of faith, we prepare our students through academic, social and spiritual learning experiences that form and transform them as they become responsible citizens of our global community.

Philosophy — What We Believe About Our Mission

Moreau Catholic High School enters into a partnership with the family and provides opportunities and means by which students are guided to higher levels of spiritual, social and academic development. We believe this partnership is given meaning through the legacy and values established by Blessed Basil Moreau, founder of the Congregation of Holy Cross. This partnership is enhanced by the spirit, vision, and collaboration shared among the entire school community and the Diocese of Oakland.

As a community of faith, we believe a Holy Cross education is centered in Christian values and adheres to high standards and expectations for individual achievement and social responsibility. We are guided by Jesus Christ to give witness to our faith through lived experiences—prayer, liturgical celebrations, retreats, and community service. These experiences nurture dignity and respect for religious and cultural diversity.

A Moreau Catholic High School education facilitates the formation of qualities such as integrity, justice, stewardship, love, compassion, and hope. We educate students to become people of values as well as scholars. By cultivating heart and mind, our students become responsible citizens and a positive force in the transformation of our global community.

Through our college-preparatory curriculum, our students become life-long learners and effective communicators. Our commitment to outstanding achievement ensures that our students become knowledgeable and skillful in areas of moral and ethical decision-making, critical thinking, accountability, technology and adaptability. Our cocurricular programs enhance the academic and spiritual dimensions of our school by providing formative activities that foster community, leadership, creativity, and sportsmanship. These learning experiences are achieved in a safe, caring educational environment facilitated by a professional and dedicated faculty and staff.

The fulfillment of our mission as Holy Cross educators is facilitated through the partnership between the family and school community. The knowledge, skills, and values taught to and embraced by our students help them shape their future and the world.

Vision 2000+: Institutional Goals

- I. We will strive to be an excellent school which is notably recognized for superior standards and expectations, more satisfaction for and accountability to mission, and value for tuition dollars spent.
- II. Our school will be recognized for values formation and distinctive college preparation programs and services.
- III. A graduate of Moreau Catholic High School will be a positive force in the transformation of the global community.

Vision 2000+: Institutional Strategies

- I. "We can state in a word the kind of teaching we wish to impart: we do not want our students to be ignorant of anything they should know."
- II. "We shall always place education side-by-side with instruction, and the mind will not be cultivated at the expense of the heart."
- III. "While we prepare useful citizens for society, we shall likewise do our utmost to prepare citizens for eternal life."

— Blessed Basil Moreau, 1849

Vision 2000+: Institutional Objectives

- I. Information — The knowledge and skills learned through the school's curricular and cocurricular programs are aimed at preparing students for life and work.
- II. Formation — The intellectual, social and spiritual formation of students is the priority and outcome of every curricular and cocurricular aspect of school life.
- III. Transformation — The knowledge, skills, formative values and qualities of life which students are taught and which they learn and embrace, help them to shape their world and determine the future.

Hallmarks of a Holy Cross Education

Hallmarks of a Holy Cross Education summarize Blessed Moreau's vision for Holy Cross schools. They constitute the very foundation for an educational process of Information at the service of Formation directed toward Transformation. A Holy Cross education:

- Is concerned primarily with leading students to understand and to live Christianity;
- Enables students to become informed and active citizens;
- Nurtures an environment of collaboration which is supported by a family spirit touching and inclusive of everyone associated with the school community;
- Teaches respect for personal, social, racial, political, religious, gender and linguistic diversity;
- Fosters participation in the life of the Church and promotes dialogue between faith and knowledge, faith and daily experience, and faith and culture;
- Maintains standards of excellence established by local, state, federal and diocesan accreditation procedures and requirements; and
- Maintains a global perspective.

The school's primary purpose is leading young people towards being true Christians.

Our zeal is always guided by charity and everything is done with strength and gentleness: strength because we are courageous and unshakable in the midst of difficulty...gentleness because we have the tenderness of our Divine Model. —from Christian Education, by Blessed Basil Moreau

WHAT IS IT LIKE BEING A BOARD MEMBER AT MOREAU CATHOLIC HIGH SCHOOL?

The “job description” of board members is excerpted from the Bylaws of the Moreau Catholic High School Corporation. Subject to the provisions of the California Nonprofit Religious Corporation Law and any limitations in the articles of incorporation and bylaws relating to actions requiring the approval of the Congregation of Holy Cross, the business and affairs of the corporation shall be governed, and all corporate powers shall be exercised by, or under the direction of a governing board. The Board of Trustees exercises the following specific powers:

- To propose changes in the school philosophy and mission;
- To propose changes in the articles of incorporation or bylaws;
- To propose the sale, lease or encumbrance of school property;
- To propose a merger or dissolution of the school corporation;
- To set up procedures for board operation and evaluation;
- To nominate candidates for membership on the board;
- To mandate programs for maintaining Holy Cross heritage and mission;
- To set and monitor planning goals for the school;
- To evaluate the performance of the president;
- To propose the appointment of a president to the members of the corporation;
- To set, monitor, change or discontinue policies, procedures and programs in light of the school’s mission and philosophy;
- To set salary schedules, benefit packages, tuition, fees, financial assistance policies and capital and operating budgets;
- To review and approve all financial reports;
- To adopt a program of board liability and indemnification;
- To establish and publish a process for hearing grievances and decide upon grievance appeals;
- To approve plans for physical plant improvements.

Moreau Catholic High School is a membership corporation. This means that the Brothers of Holy Cross (representatives of the South-West Province forming a corporate board) possess certain powers reserved solely for them, including:

- To establish the mission, general philosophical guidelines and policies under which the corporation will be sponsored and function;
- To amend the articles of incorporation and bylaws after consultation with the Roman Catholic Bishop of Oakland;
- To recommend to the Bishop of Oakland any sale, lease or encumbrance on any property belonging to the corporation;
- To recommend to the Bishop of Oakland any merger or dissolution of the corporation;
- To elect and remove without cause the corporation’s officers and those members of the board of trustees who are not appointed by the Roman Catholic Bishop of Oakland;
- To appoint the president of the school;
- To approve capital and operating budgets of the corporation; and
- To approve the auditors of the corporation.

Board members’ responsibilities include developing an understanding of the school’s mission, statement of philosophy and Vision 2000+. At Moreau Catholic High School, the mission statement tells who we are as a school community, why we exist and where we want to go as an institution. Our philosophy statement explains the meaning of our mission; it explains how we expect to achieve it. Vision 2000+ is an institutional vision ensuring that the teachings of Blessed Moreau and the Brothers of Holy Cross are evident in policies and strategic plans formulated by the board trustees.

As a team, trustees are charged with governing the school from the perspective of the school’s mission, philosophy and Vision 2000+; they make and approve

policies from that same mission-philosophy-vision orientation. Generally, the job description for a trustee is this: set goals and policies. But there is more expected from members of the board; for example:

MEET THE NEEDS OF THOSE YOU SERVE

The purpose of the board is to hold in trust the school's mission for the Brothers of Holy Cross and to govern the school in such a way that it continues to serve those for which the mission is intended. In other words, your board service can be summed up by the answers to this question: What do you and your board colleagues do to assure that the school's mission is serving those for whom it is intended?

Know the Difference Between Setting Policy and Managing

Trustees must always avoid "micro-managing" the school; rather, they should adhere to their role of visioning, governing, planning and setting policy. One way to keep your role in focus is this: when an issue is being discussed, ask if you are discussing the what of an issue. If so, this is your proper role. If you are discussing the how to (implementation) of an issue, you are assuming the duty of the school's administration; you are micro-managing.

Make Policies to Govern the School

The most important part of your role is to make policies that ensure the school is administered legally, ethically, efficiently and effectively. Board policies (rooted in mission) serve as a guide for the school's president whose responsibility it is to know that they are being implemented.

Our Commitment is an invitation for our fellow Christians to fulfill their vocation and for ourselves is a concrete way of working with them for the spread of the gospel and with all for the development of a more just and human society.

—from the CONSTITUTIONS OF
THE CONGREGATION OF HOLY CROSS, 1988.

Maintain Confidentiality

There are many topics reported and discussed at board meetings that are confidential. For the board to function for the good of the school, and for individual trustees to feel what they discuss and what opinions they offer are valued, a sense of trust and confidentiality among board members is essential. Rule of thumb: what goes on in the board room stays there.

Ensure the School is Financially Sound

As the board sets policies and plans for growth and development, it must make sure that there is adequate funding to achieve the school's vision. Trustees are responsible for the school's financial bottom line. By monitoring finances, the board determines that funds are being spent effectively to deliver school programs and services. The board accomplishes this in the following four ways:

- Setting financial policies that reflect Vision 2000+, mission and philosophy;
- Developing and recommending approval of annual budgets;
- Delegating the expenditure of board approved funds to the administration;
- Monitoring the financial accuracy of budget projections, outcomes, solvency and income to meet future expenses.

Fundraising

Because board members are important volunteers whose role, commitment, responsibility and dedication represent the life blood of the institution, they command respect for speaking to the needs of the school. As a trustee, you will be asked to assist with raising money, opening "doors" for the president, and to make an annual gift to the school.

Monitor and Maintain the Strategic Plan

The Board Members role is to ensure that the school's future is secure by planning for its continued growth and development. The school's Strategic Plan is the board's most important governing tool for shaping

the vision, goals and objectives of the school. When you accept an appointment to board service, you accept the responsibility of looking out for the school's short- and long-term interests. To this end, you have a responsibility to be knowledgeable of the school's strategic plan. Why a strategic plan?

- A strategic plan focuses on mission. It represents an organizational effort which creates a sense of teamwork and vision for the school's future.
- Strategic planning is collaborative. By collaboratively planning the school's future, the board identifies problems before they occur and evaluates the school's growth and development. Collaborative planning processes enable the board and administration to work as a team.
- Strategic planning provides continuity from one board to the next.

Understand the President - Principal Model

The office of the president is divided into five areas of responsibility which are essentially strategic in perspective, function and coordination. The president, in collaboration with the board: (1) facilitates and manages corporate oversight in the areas of the mission, school philosophy, sponsorship, planning and policy development; (2) implements board policies in areas of interpretation, oversight, review and evaluation on the administrative level; (3) provides management in areas of financial analysis, planning and recommending authority to the board for the provision of resources; (4) pursues marketing and admission planning goals relating to enrollment and retention, parish and support school relations; and, (5) facilitates institutional enhancement programs in the areas of alumni development, community relations and fundraising.

The office of the principal is divided into three areas of responsibility which are tactical in perspective. The principal in collaboration with the president: (1) executes the administrative, technical and otherwise day-to-day instructional and operational aspects of school policies; (2) formulates, implements, monitors, reviews and evaluates operational policies in relation to school programs, guidelines, procedures, regulations and rules; and (3) assists with

implementing and achieving goals and objectives associated with strategic planning.

Support the President

The board and president form a closely knit team. The president is responsible for the overall vision, leadership and management of the school; he/she is the board's chief executive officer whom trustees deal with directly. This is effectively accomplished by providing direction to the president and then stepping aside. Let the president be the chief administrator! You should ask for and expect feedback from the president or from his/her staff in the form of regular progress reports on any phase of your responsibilities: Vision 2000+, mission, philosophy, planning and oversight in the areas of finances, fundraising, planning, enrollment, school programs, facilities, emergencies and all unforeseen events that/will affect the school.

Evaluate the President

There are two advantages for evaluating the chief administrator: First, it improves the board's working relationship with the president since evaluations provide the opportunity to fix problem areas and informs him/her what he/she does correctly. Second, evaluations ensure that the board and president are working toward the same goals.

Appreciate the Chain of Command

Sometime during your term, a staff member will inevitably approach you with a job-related complaint or concern. When this happens, listen to what is being said and remind the staff person that formal communications must go through the proper channels. There is good reason for this; for example:

- School employees know and understand that the president is the executive link between the board and all school employees.
- When board members get involved in staff affairs, it sends confusing messages to others as to who is responsible for what and accountable to whom.

WHAT IT TAKES FOR AN EFFECTIVE BOARD TO WORK

Key to effective board relations are the leadership skills provided by the board chair and president. No picture of the board team would be complete without these two important players. Just as the president is the conduit between the board and school, the board chair is a conduit between his/her board colleagues and the president. It is the president's job to keep the board chair informed about changes and developments impacting the school. The leadership qualities of the board chair and president enhance the performance of individual trustees; they assure that the school's mission will be met for all those served by it. The following responsibilities promote board member effectiveness:

Understand Ethical and Legal Responsibilities

- Understand that individual board members have no authority apart from the full board. A board member may not act on behalf of the board without being authorized by the full board to do so.
- Understand your responsibility to be aware of board policies, local, state and federal laws which apply to schools and are applicable Holy Cross/ diocesan policies.
- Monitor board policies to make sure that they are in compliance with law.
- Understand your personal, legal and ethical responsibilities associated with school governance.

Avoid Conflicts of Interest

Responsible boards approach the problem of conflicts of interest openly. This is a concern because even the appearance of putting personal interests ahead of the school will seriously damage a board member's personal credibility and that of the board. New members appointed to the board sign a statement acknowledging they understand what constitutes a conflict of interest.

Participate on Board Committees

The "hands on" nature of board committee work usually enhances the enjoyment of board service. Board committees speak to the board, not for the board. They do not set board policy; committees recommend policies to the board for review and adoption. Board committees are "structural tools" to assist the board's trustee and governance responsibilities. By virtue of their specialized focus, board committees are of immense help in educating board members to make wise recommendations for board discussion and action. Committees serve as sounding boards for giving advice to staff persons who are charged with managing areas of the committee's responsibilities.

Promote Positive Board and Staff Relationships

A chain of command exists for the smooth operation of the school where roles, performance and accountability are well defined. There are three effective ways trustees can build positive relationships:

- Board meetings. For many board meetings, staff is invited to give reports and presentations. Some administrators attend board meetings on a regular basis. These practices are designed to keep board members informed and knowledgeable in addition to building and maintaining positive relationships with staff.
- Board committees. Each board member is expected to serve on a committee of the board. There are five committees: board matters, institutional advancement, finance, facilities and mission integration. All committees have an administrator assigned to them for purposes of providing the committee resource and staffing opportunities. Depending on the purpose of the committee, faculty, staff, parents, students and other community volunteers hold membership.

- Socials and other school activities. Administrators staffing board committees attend board socials that usually precede meetings. These and other practices such as campus visits help build positive relationships and a sense of team spirit among board members and staff. Board members who choose to attend school activities have additional opportunities to interact with teachers, staff, students, parents and alumni of the school community.

Be a Team Builder and Team Player

If trustees themselves model positive relationships and team building, so will the rest of the school community. Here are nine ways you and your board colleagues become team builders and team players:

- Work towards genuine consensus on issues brought before the board;
- Appreciate administrators as key players; request their advice and active participation for the resolution of board/board committee issues;
- Listen to your board colleagues so you can adjust your concerns with theirs;
- Explain your position on issues so your colleagues understand your insights;
- Strive to know your board colleagues on a personal and/or social basis and look for ways to interact with them outside the board room;
- Let your board colleagues know when you agree or disagree with them; demonstrate your concerns about their issue;
- Keep disagreements on one issue from carrying over to other issues;
- Help new board members feel comfortable from their very first board meeting;
- Leave disagreements at the board table when the meeting is adjourned.

Be Prepared to Participate Effectively in Meetings

It is customary to inform the president or board chair if you are unable to attend a board meeting. In the case of board committee meetings, it is further customary to inform committee staff or chair if you are unable to attend. Here are three tips to enhance your participation:

- Review your board and board committee meeting background packet. Within a week before a scheduled board/board committee meeting, you will usually receive an agenda packet containing materials relating to the agenda. The intent of sending these materials to you in advance is to provide you time to prepare.
- Review previous meeting minutes. Do this in advance of the meeting because it is assumed board/board committee members have read them. Bring any errors or discrepancies to the attention of the board/board committee chair before the minutes are approved.
- Obtain any clarifications before the meeting. If the agenda or some meeting materials are unclear, call the board/board committee chair or staff for clarification.

Help Promote Effective, Well Run Meetings

The following is a summary of what you should expect to do at board/board committee meetings:

- Approve the minutes. Minutes of the previous meeting are official, legal records. If they are not accurate, refuse to approve them. When asked by the chairperson if there are any corrections, speak up at this point if something in the minutes needs changing.
- Listen to reports. During board/board committee meetings, you will listen to reports from the chair, staff or others designated to address the group. To save time, the individual giving a report usually summarizes its main points and answers questions. In most cases, a written report will be included in your meeting background packet. Reports often contain recommendations for board/board committee action.

- Discuss issues. The most effective process by which the board can make decisions is for all sides of issues to be heard and debated; same for board committees when an item is to be recommended to the full board for final action. This means you have an obligation to make known your views, opinions and suggestions for the resolution of the issues.
- Make motions. The proper way for board/board committee members to bring business before the group is to make a motion or a formal request for action. To make a motion, inform the chairperson, "I move that..." and state the action you want the board to take. Once seconded and restated by the chairperson, the motion is "on the table" to be discussed.
- Vote. Once a motion has been discussed, the chairperson will call for a vote. Your participation is very important and you should always vote unless there is a conflict of interest. Not to vote for any other reason is negligent.

Enhance and Boost the School's Image

Community support is the lifeblood of Moreau Catholic High School. Positive perceptions of the local church and civic communities are vital to the mission. As a trustee, you play a key role in promoting the school's image; you are charged to do so by virtue of your board membership. Here are five suggestions to help you promote the school.

- Be involved with community groups and "tooting your own horn" about the school.
- Offer to give presentations about the school with the president or other administrators.
- Let people know how much you care for the school.
- Serve on boards of other organizations.
- Stay informed about the school so you can explain it to others.

Raising Funds in the Name of the Board and School

Board members are fundraising naturals. Why? Because board members are leaders and they possess the respect of the community. Second, the nature of board service requires members to donate their time, talents and treasure to the mission of the school. When people see the spirit of your generosity, they assume the school is worth supporting.

Help Identify and Recruit Board Candidates

The best way to maintain and improve the quality of the board is through the caliber of the people recruited to join it. Board members have the duty to be on the alert for individuals who would make good board candidates. They should seek out candidates who are familiar with the school and support its mission, possess leadership skills and who are generally influential in the broader school, church and/or civic communities. The board needs experienced and successful friend and fundraisers who are skilled in trusteeship and governance. Qualified alumni make excellent candidates. If you know a person whom you would like to suggest as a candidate, inform the board chair, a member of the board matters committee, or the president. Here are several ways you can help attract and recruit prospective board members:

- Replace yourself! When the time comes, make it a personal goal of your board service to recommend a board candidate to replace your position on the board with someone equally qualified as yourself. As one board chair once instructed: "It should be the responsibility of every board member to create a 'clone' for board membership by the time he/she leaves the board."
- Invitation to attend board/board committee meetings. Invite prospective board members to tour the school, meet administrators or attend a meeting or two. Candidates may learn more about the board and decide if they are ready for membership when presented with these opportunities.

- Where issues of confidentiality are not a concern, share meeting agenda materials with board/board committee prospects. Meeting background packets paint an accurate picture of what board/board committee service entails.
- Invite prospective candidates to serve on one of the school's parent auxiliary boards. Serving on the board of the boosters club, parent club or band parents board are excellent opportunities to become familiar and involved with the school.
- Recommend a candidate to serve out an unexpired board/board committee term. This opportunity provides a first hand experience of service before making a longer commitment.
- Share this manual with prospective board candidates. This booklet describes what is expected of board members at Moreau Catholic High School. Share it with prospective candidates. Invite them to meet the board chair or president to discuss their potential commitment to board service.

“Our rules certainly ensure the necessary training for the mind, but their first and foremost concern is with the formation of the heart through the development of those religious dispositions which alone can make a good person and a Christian.”

“Education is the art of helping young people to completeness; for the Christian, this means education is helping a young person to be more like Christ, the model of all Christians.”

— *Blessed Basil Anthony Moreau 1849*

MEMBERSHIP QUESTIONS FOR CURRENT AND/OR PROSPECTIVE BOARD MEMBERS

During the course of deciding whether or not to accept a reappointment or a new appointment to the board, the following questions are proposed to help your discerning process:

Do I understand the mission of the school?

Policies and activities flowing from the mission of the school should be evident to you. Visits to the school and knowing faculty and staff persons and board members are helpful to arrive at this understanding. If the people and the mission of the school touch you in some special way, or if they resonate with a particular passion you have, then this may be a positive sign for board membership or the continuation of your board service. Can you give your best efforts to ensure the continued success of the school's mission?

Do I understand what is expected of board service?

This booklet describes the duties of board service and expectations of board membership. Within the context of seeking reappointment or new appointment to the board, the following questions may help you decide to continue your discernment process: Is the board's purpose understood, well defined and in focus for you? Do/can you and your board colleagues work as a unit — supporting, respecting and integrating the talents of each other and with those of staff? Are you aware of the challenges facing the board at this time? Do you know the difference between governing and micro-managing?

Leadership: board chair, president, principal and other key volunteers?

Are you aware of the professional reputation of these people? Do you feel they reflect values the school professes so you can to work as a team with them? If you do not know nor respect these individuals, chances are your enjoyment of continued board service, or new appointment to it will be difficult to sustain over the term of your office.

What is the financial condition of the school?

Request a copy of the last audit and ask pointed questions which will satisfy what you need to know. During the course of your board service, you will be expected to contribute to the school's continued financial stability through the time, talents and treasures you bring to your board service. Can you do this, or continue to do this for the duration of your term of office?

How much time will my board service require?

Are you able to commit or continue to commit the time required for your board service? For example, when asked to attend special meetings and events, do you feel that (for the most part) you will participate? Do you have time to prepare for board/board committee meetings?

Am I expected to be a donor?

Yes, because it is a privilege to be a board member! Ask about this expectation prior to committing or recommitting to your board service. How do you feel about assisting the board chair and president with fundraising? These are difficult questions that often test a trustee's overall commitment to the school's vision, mission, its people and community.

What are my motivations for desiring to serve on the board?

Once you have talked to the school's leadership, studied the contents of this booklet and become familiar with other aspects of the school, your motivations for continued or new board service may be fairly evident for you. How will your new appointment or reappointment to board service help you to personally grow as an individual? Will your board service be enjoyable for you and worth the time of your dedication? Do you have the support from those with whom you live to serve as member of the board?

EVALUATING EFFECTIVE BOARD SERVICE AND PERFORMANCE

The following list of questions, when answered affirmatively, suggests that you are effectively fulfilling (and probably enjoying) your board service. In the case of board candidates in the process of discerning the pros and cons of board membership, the following questions may be good indicators of enjoyable, effective and fulfilling board membership and service:

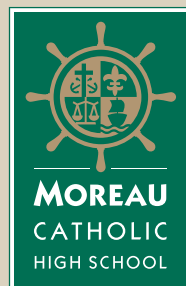
- Do/will I keep focused on mission, philosophy and Vision 2000+ statements?
- Do/will I contribute an annual gift to the school and participate in fundraising?
- Do/will I confine observations and concerns to policy?
- Do I understand that I may not act without full board authorization?
- Do/will I talk positively about the school, my board colleagues, faculty, staff and students?
- Do/will I periodically review bylaws, board policies and my board job description?
- Do I understand my legal and ethical duties as a board member?
- Do/will I actively participate in board and board committee meetings?
- Do/will I fulfill my part in assisting with the evaluation of the board and president?
- Do/will I help with my share in recruiting prospective board/board committee members?
- Do/will I foster open communications throughout all levels of the board?
- Do/will I participate in board skill development activities when presented with the opportunity?
- Do I understand that communications with staff are channeled through the president's office?
- Do/will I contribute openly and freely in board/board committee discussions?
- Do/will I share any concerns about my responsibilities with the board chair and/or president?
- Do/will I prepare for board/board committee meetings and assignments?
- Do/will I attend board and board committee meetings on a regular basis?
- Do/will I attend board and board committee meetings on a regular basis?
- Do/will I enjoy my service on the board?





STATEMENT OF MISSION

Moreau Catholic High School is dedicated to the legacy and values of the Congregation of Holy Cross and its founder Blessed Basil Moreau. We are a college-preparatory school committed to outstanding achievement. As a community of faith, we prepare our students through academic, social and spiritual learning experiences that form and transform them as they become responsible citizens of our global community.



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